

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES  
Winter, 1992

COURSE OUTLINE: Soc 201 Canadian Society

COURSE: Sociology 201 Canadian Society: B3  
M W F 2:00 PM to 2:50 PM

INSTRUCTOR: Sheri Anderson  
Phone: 539-2993  
Office Hours: C-402 Tuesday 12:30 -2:30 PM  
Thursday 12:30 -2:00 PM

REQUIRED TEXTS: 1. James Curtis and Lorne Tepperman  
**Images of Canada: The Sociological Tradition**  
1st Edition. Prentice-Hall, 1990  
(Available in GPRC bookstore).

2. Minister of Supply and Services Canada  
**Canadian Social Trends**  
1st Ed. Thompson Educational Publishing, 1990.  
(Available in GPRC bookstore)

NATURE AND PURPOSE OF THE COURSE:

This course will examine Canadian society and build on sociological concepts introduced in preceding social science courses. Concepts such as society, culture, social organization, demography, stratification, deviance and political organization will be explored in terms of how they apply to Canada.

This course will use Curtis and Tepperman's idea of "images of Canada" as an organizing principle. By images, these authors refer to "...a metaphor, perception or concept that captures a central reality of Canadian history or contemporary social organization" (C&T, 1990:1). These images invoke important questions and issues such as French-English relations, regionalism, multiculturalism, social inequality and conflict, native rights, gender relations, Canadian nationalism, and relationships with the U.S., Great Britain and France.

Through lectures, class presentations, and critiques, students will be encouraged to link larger structural issues with private and personal concerns. By exploring multiple images of Canada, students will grasp the various pieces needed to understand the puzzle called "Canada".

OBJECTIVES OF THE COURSE:

1. Students will gain an understanding of the major **issues, debates, and controversies** which frame the history and everyday lives of Canadians.

2. Students will attain a **knowledge base** of the various theoretical perspectives that relate to Canadian Society.

3. Students will develop an understanding of Canadian society as a **distinct society** separate from the U.S., Britain, or France, as well as gaining an understanding of Canada's historical and current relations with these countries.

4. Students will examine the cultural, structural, and ideological **sources of inequality and privilege** in our society.

5. Students will attain basic **demographic** information pertaining to Canadian society.

6. Students will explore the issues of regionalism, national identity, multiculturalism etc. especially in terms of drawing the **linkages** that connect their **personal lives** with course concepts.

7. Students will have an opportunity to build **effective communication skills** and **critical analysis skills** through class discussions, formal presentations and critiques of presentations.

EVALUATION METHODS:

This course will use a variety of evaluation methods including five quizzes, presentations of readings, a critique of two presentations, and class participation. Each is described below:

1. **Quizzes:** these will be a potential combination of short answer, fill-in-the-blank, matching, multiple-choice and possibly essay questions. The five quizzes exams will be about 20-30 minutes in length, and will draw from assigned material from the text, class lectures and discussions, presentations, and audio visual materials for that particular portion of the course.

2. **Final Examination:** the final exam will be a potential combination of short answer, fill-in-the-blank, matching, multiple-choice and possibly essay questions. The final will cover the entire course in terms of all readings, lectures, presentations, critiques, and audio visual materials.

3. **Presentations:** At the beginning of the course, students will form into groups and will be assigned two readings from the Curtis and Tepperman text, the Canadian Trends text, or additional readings, that they will present in class as well as one critique of the presentations of two other groups. Presentations by the group should be about 12 to 15 minutes long and should focus on:

- (a) capturing the essential elements of the reading,
- (b) critically analysing the article in terms of theories and concepts addressed in the course,
- (c) applying the reading to modern Canadian society, especially one's own community, or drawing out the practical and personal opinions regarding these issues.

Each group member should be involved in the presentation and each will receive the same mark. If a group member is absent, they will receive a mark of zero at the discretion of the instructor. Students will be given the formal criteria that the instructor and their peers will evaluate them on early in the course. The criteria will focus on the following elements: brief summary of the article, critical analysis, practical application, and style-competence of the presentation. Students are free to use whatever resources they like (eg. audio visual aids) to assist them as long as they don't dominate the presentation.

Each group will also be responsible for preparing a one-page summary of their presentation to be handed in on the date of their presentation.

4. **Critique:** Each class day of presentations will consist of two group presentations followed by a critique by a third group of both readings. The critiquing group will come to class prepared with ten questions (five for each reading), regarding the articles. In a ten-minute period, the critiquing group will choose among these questions and pose them to the presenting group who will be given time to respond.

The ten questions will be handed in at the end of the class and will be assessed as part of the critique portion of student evaluation. Each group member will receive the same mark. Absent members will receive zero at the discretion of the instructor.

5. **Class Participation:** Students will also be awarded marks on the basis of:

- (a) participation in in-class discussions, quizzes and exercises, and
- (b) evaluation of presenting groups on criteria discussed in Section #2 above. Students will be responsible for

completing a short pre-formatted written evaluation of presenting groups, except their own, for each class with presentations. These peer evaluations will be used in two respects...

i. they will be taken into account by the instructor in assigning marks for the presenting group for their presentations, and

ii. they will be used for assigning marks for the participation portion of student evaluations.

In order to receive full participation marks, students must attend class and participate in all in-class activities including quizzes, and complete the peer evaluations for presenting groups, other than their own, on each presentation day.

GRADING SYSTEM:

<u>GRADE</u>	<u>INTERPRETATION</u>	<u>PERCENTAGEEQUIVALENT</u>
9		90+
8	Excellent	80-89
7		72-79
6	Good	65-71
5		57-64
4	Pass	50-56
3	Fail	45-49
2		26-44
1		0-25

MARKS:

Final Exam	30%
Quizzes: (5)	25%
Presentations and Written Summaries	20%
Critiques and Written Questions:	10%
Class Participation:	5%

*error corrected on 3/21/92*  
30%  
25% 30%  
20% 25%

\*\*\* Marks will be awarded for each exam, presentation, or critique but will not be calculated via percentage proportions until the final mark is calculated. \*\*\*

OTHER:

Attendance at all classes is expected of students but please let me know if you know in advance that you will not be there. If unable to attend class, students are responsible for finding out what was missed.

Students will be expected to commit to two presentation days and one critiquing day in advance. Presentations will be expected to proceed on those days, so plan your schedule in advance.

All assignments must be turned in by the date given. Late assignments will not be accepted.

Students must be present in class to write the exams, no make-ups will be allowed.

However, Students who have an excused absence from a quiz due to a MAJOR REASON will have the percentage weight of that quiz transferred to the final examination. Please see the instructor with the appropriate documentation (e.g. note from your physician, etc.). Contact the instructor as soon as possible regarding these situations.

Please see me if you are having problems in the course as soon as you can. It may be something we can work out. Also, feel free to come and talk about issues in the course, or about other courses you may be interested in.

Note: the calendar states that March 06, 1992 is the last day for withdrawing with permission from, or changing registration status in courses that terminate in April.

Keep this outline. It will be your course reference throughout the term. The instructor reserves the right to make changes to the outline and the student is responsible for changes to this outline made in class.

Students will be expected to know and follow GPRC's policy on plagiarism and cheating (pages 28-29 in the calendar) and the penalties that may result from detection.

COURSE SCHEDULE

	<u>TOPICS</u>	<u>READINGS</u>
January 06-10	Introduction Course Outline Paradigms Question of Society	C&T p.1-7
January 13-17	Question of Society Demographic variables	Cdn. Trends Population p.3-19,28-32
January 20-24	Demographic variables	Human Geography p.35-41,44,50-52 Health p.64-78 Marriage p.135-159 Family p.161-163,167, and 183-191

January 27	First Quiz (Jan.06-24)	
January 27-31	Cdn. Culture and History A British Fragment A Closed Frontier	C&T #5,#8 p.43-50 p. 99-102
February 03-07	Metropolis & Hinterland Canada and U.S.	C&T p.133-137 #11,12,13,14,
February 10-14	Canada and U.S. Two Solitudes	C&T p.9-13, #2,3,4,7
February 17	Family Day, NO CLASS!!	
February 19	Second Quiz (Jan.27-Feb.14)	
February 19-21	Social Inequality	
February 24-28	Winter Break!!	
March 02-06	A Class Society Accommodating Elites	C&T p.325-330 219-227 #18,27,28,29
March 09-13	Accommodating Elites A Vertical Mosaic	C&T p.265-270 #19,20,22,23 CdnTrends p.208-211
March 11	Third Quiz (Feb.19-March 09, elites but not vertical mosaic)	
March 16-20	Native Canadians Work & the Economic Order The Double Ghetto	C&T p.375-380 #24,31,33 plus article T.B.A. CdnTrends p.19-27
March 23-27	Labour Force Trends One-Industry Towns	C&T p.99-102 #25,9 CdnTrends p.99-117 p.195-204 p.212-214

March 27	Fourth Quiz (March 11-March 25)	
March 30-April 03	One-Industry Towns Social Movements & Social Change	C&T #15.10
April 06-10	Social Change Constitutional talks	C&T #26.30
April 10	Fifth Quiz (March 27-April 08)	
April 13-15	Social Problems Crime and Deviance Course Overview	Cdn. Trends p.263-270 276-288 168-176
April 16-28	Final Exam (All materials, presentations, etc.) Date to be confirmed by Registrar	

Note: In order to prepare for the quizzes, students should pre-read the materials for each topic, and pay attention to the important concepts, theories, methodologies, theorists and applications.